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ABSTRACT

This book links theory and empirical evidence to derive implications for designing school-based delinquency prevention programs. It examines how school environment and behavior interact, discusses the multiple levels of influence in and around schools that combine with student characteristics to lead to delinquency, and addresses the malleability of delinquent behavior brought about through preventive interventions directed at risk factors. Eight chapters examine: (1) "School's Potential as a Location for Delinquency Prevention" (e.g., delinquency rates and delinquency and being in school); (2) "School-Related Individual Characteristics, Attitudes, and Experiences" (e.g., risk factors for problem behavior and personality structure and problem behavior); (3) "School Effects" (e.g., schools embedded in communities and school effects research); (4) "Field Studies of School-Based Prevention: An Overview" (e.g., methods and correlation versus causality); (5) "Changing School and Classroom Environments: The Field Studies" (studies of K-12 programs); (6) "Changing Student Personality, Attitudes, and Beliefs: The Field Studies" (studies of K-12 programs); (7) "Lost in Translation: Why Doesn't School-Based Prevention Work as Well as It Should?" (e.g., generalizability of research findings and correlates of quality of program implementation); and (8) "Where Do We Go from Here?." An author index and subject index are also included. (Contains approximately 450 references.) (SM)

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